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Madeline Williams

**“Reporting Out”** (pg. 66-68)

* **Describe characteristics of disciplined inquiry and in-depth understanding**.

**Teaching and Learning must have Purpose**

-Walt: Had students interpret different perspectives, negotiations and write a position paper, This allows for students to interpret things in their own perspectives.

**-**Leann: Learning about their native country’s history and how it became to be known as America. Make connections to the students by using different perspectives to achieve purpose and goal.

**Learning Means In-Depth Understanding**

**-**Walt: Students learn to understand how to research different perspective sources in class. Students learn about different perspectives about South African history.

-Leann: Had students answer in depth questions, like “Was Christopher Columbus famous, and if he was why was he famous?” and had students learning in class discussions and add their own point of view.

**Instruction Must Build on Students' Prior Knowledge**

**-**Leann: There was minimum prior knowledge discussed in the text. Assumptions can be made that they have been discussing native Americans and the Aztecs.

-Walt: Students have learned about the Nuremberg Camps and *Mything Mandela* helped students explore how turning historical figures, Mandela or MLK, over simplifies complex people and ignore the bigger movement they were a part of (civil rights movement). Students have also had experiences selecting resources note taking and citing sources.

**People Learn Through Disciplined Inquiry**

**-** Leann: class discussion provided students with questions and often students asked questions

**-**Walt: Probed students to challenge another student’s perspective or point of view with supporting details, and asked students to write a brief statement outlining their understanding of their group’s results for negotiations.

**Teaching Means Scaffolding**

-Leann: Group discussions, providing resources, and writing workshops in class, helped students synthesize.

**-**Walt: Held class training sessions on consensus building, provided guiding questions for discussions and negotiations, pg. 68.

**Constructive Assessment**

-Walt: Had students “Report Out” at the end of their lesson through roud table discussions and a position paper.

-Leann: Had students “go public” and write their own books-biographies- and share them with parents at a special “Christopher Columbus Presentation.” Also, students conference with an adult or peer, edited, illustrated, and “published” their books.

* **Describe examples of primary sources used**
  + Leann: maps, books
  + Walt:
* **Provide examples of application of GRASP frame**.
  + In this passage, “reporting out” there were a few great examples that could be used with a GRASP frame.
    - LeAnn’s Christopher Columbus Presentation

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| Goal | Help students answer the original questions posed about Christopher Columbus at the beginning of the unit. |
| Role | Students will act as historians. |
| Audience | Real world: students chose to present their work to their parents at a special “Christopher Columbus Presentation” at the end of October. |
| Situation | Students take on the role of a historian who is writing a biography about Christopher Columbus and must explain who he was, why he was famous, and prove if he was or was not a hero. |
| Products | Students will write or dictate, edit, and publish a biography on Christopher Columbus. |
| Standards | LeAnn stressed the importance on sources and comparing them for conflicting information. |

* + - Walt’s Round Table Negotiation

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| Goal | Create individual, assessable products for social studies portfolios. |
| Role | One student was selected as an arbitrator to keep time and group on task, and one as a representative for each of the different positions regarding South African “truth commissions”. |
| Audience | As round table committee members, the other students served as the audience as the representatives explained their arguments in ways each other could understand. |
| Situation | Students were instructed to attempt to come to a consensus regarding the establishment and functioning of a truth commission. |
| Products | After negotiations, students were asked to write a brief statement about their group’s results. |
| Standards | Although not explicitly stated, It can be assumed students must show knowledge and understanding of their position as well as be able to comprehend and analyze other points of view. Students must then work together to find common ground among each representative. |

* + - Walt’s Position Paper

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| Goal | Have students reflect on how their own ideas have changed since the beginning of their studies. Decide what kinds of history people need to learn. |
| Role | Students will take a stand on the issue of school history in their own country. |
| Audience | The students are writing their responses to two authors who had written articles criticizing school history. |
| Situation | Students will use what they have learned about South Africa to respond to the authors in a piece that explains what they feel American students should know about the problems of our past. |
| Products | Position paper. |
| Standards | Must have support for their position as this is more important on the assessment for the paper rather than the actual position they chose to take. |

* **Describe examples of enduring understandings and essential questions**
  + LeAnn
  + Enduring Understandings
    - How sources on the same subject can give different information.
    - How to use maps and locate specific areas.
    - How life today compares to life during Columbus’ era.
  + Essential Questions
    - Who was Christopher Columbus?
    - Was he famous? If so, why?
    - Was Christopher Columbus a hero?
  + Walt
    - Enduring Understandings
    - The purposes of learning history.
    - Essential Questions
    - What should American students learn about the problems in their country’s past?

“Reporting Out”

* Describe examples of what students should know and be able to do.

Students should be able to do the following:

LeeAnn

1. Organize information
2. Sort out what is important
3. How to use comparison charts to confirm information
4. How to read maps
5. How to create bibliographies
6. Compare Life during Columbus’s time to the present

4. Oral Presentation- Teacher had mini-lessons to get students   
 comfortable speaking in front of groups for the summative   
 assessment (book presentation to parents)

5. Write their own book

Walt

1. Will have research skills
2. Use multiple sources-documents, maps, graphs, pictures etc.
3. Will be able to debate and work in groups
4. Will be able to synthesize outcomes
5. Similarities/Differences between South Africa, Chile, Argentina and US-past /present
6. Purpose of learning History

* Provide three examples of how you could apply differentiated instruction to these learning activities and/or assessments.

LeeAnn

1. DI for gifted student: provide advanced materials, encourage independent studies
2. DI for student who needs targeted instruction: Provide a checklist for end of class and with due dates for take home assignments. Check with student each class time to check progress and ask for any needed clarification
3. DI for speech impaired student: Instead of oral presentation can provide a PowerPoint, to include same criteria for book, might include voice over from parent or include audio files.

Walt

1. DI for student with learning disability: Shorten writing assignments and allow extra time if necessary. Have students complete writing tasks in small steps.
2. DI for student with emotion disturbance: Be aware of the student’s triggers for anger, stress, and anxiety. Be prepared to have alternate area for him to work individually to calm and find focus. Set goals and expectations with the student that can realistically be achieved.
3. DI for student with Attention Deficit Disorder (ADD):Provide outline template with main ideas to help students with homework assignment and stay on task

**“Common experiences and critical perspectives in world history”** (pg. 62-65)

* **Describe characteristics of disciplined inquiry and in-depth understanding.**

**Teaching and Learning must have Purpose:**

* Leann: asks students to reflect on how perspectives and point of views influences historical interpretation and causes arguments (interpreting Native American perspectives.)
* Walt: Had students consider multiple perspectives (South African)

**Learning Means In-Depth Understanding**

* Walt: Students learn to understand how to research different perspective sources in class. Students learn about different perspectives about South African history.
* Leann: Leann asks students to reflect on the assumptions that underline the subject matter of the curriculum and even the wording they encounter.

**Instruction Must Build on Students' Prior Knowledge**

-Walt: studied the aftermath of WWI and the Nuremberg Trials, Chile and Argentina’s history provided more recent examples of countries faced with major political changes following human rights violations. U.S comparison helped students to think about what their own country faced after the Civil War. *Mything Mandela* helped students explore how turning historical figures, Mandela or MLK, over simplifies complex people and ignore the bigger movement they were a part of (civil rights movement). Students have also had experiences selecting resources note taking and citing sources.

-Leann: The section did not mention much about the background knowledge leann used when starting the project. It mentioned, “She asked the students why textbooks use the phrase “New World,” and why the Aztecs were unlikely to have thought of their home that way.”

**People Learn Through Disciplined Inquiry**

-Walt: Learning new perspectives through research, and conducting surveys and reading books.

-Leann: Had students compare perspectives and she assessed which perspectives the curriculum most closely reflected.

**Teaching Means Scaffolding**

-Walt: Used 3 strategies to help students research different sources with multiple perspectives because they were not familiar with the skill: Portable Archives, Double Entry Journals, and Charting Key People and Events.

-Leann: Allowed the students to listen to the book on recordings and recorded information on their comparison charts from their class discussion about Columbus day and Native Americans.

**Constructive Assessment**

* Walt: Double Entry journals- help students think about what support they would need to make their positions more clear and or compelling.
* Leann: In this section Leann had a discussion with students after reading their books.
* **Describe examples of primary sources used**
  + Walt: Books, articles, demographic data, political cartoons, and films, photographs, trade books, and guest speakers.
  + Leann: Books
* **Provide examples of application of GRASP frame.**
  + Walt

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| --- | --- |
| Goal | Recognize the powerful emotions and perspectives behind historical events. |
| Role | One group was assigned to each of the South African perspectives.  Another, larger group, acted as representatives of world views from United States, Chile, and Argentina. |
| Audience | The class acted as the audience as students participated in the inquiry group discussions. |
| Situation | Students research arguments defending their position on South African Truth Commissions and uncover the roots of dissension. |
| Products | Students created a packet seeming to be filled with graphic organizers, source analysis, and other gathered data on the point of view they were researching. |
| Standards | In the packet students included sources, such as demographic data and political cartoons, double entry journals that had their position with research to support it combined with possible counter-arguments, in addition to a chart listing key people and events. They were also instructed to read a novel set in South Africa and conduct small group discussions on what they read. |

* **Describe examples of enduring understandings and essential questions:**
  + Renee
    - * + Enduring Understandings
        + Assess and compare perspectives to develop historical understandings.
      * Essential Questions
        + Why would the Aztecs not have considered their homes to be part of a “New World”?
        + What are the costs and benefits of exploration for Europeans and Native Americans?
  + Walt
    - * + Enduring Understandings
        + Recognize the powerful emotions and perspectives behind historic events.
      * Essential Questions
        + What are the roots of the dissention between the African National Congress and Nationalists?
        + What difficulties did the new coalition government face?
* Describe examples of what students should know and be able to do.

Students should be able to do the following:

Renee

1. Students will compare and contrast the relative costs and benefits   
 of exploration for Europeans and Native Americans

2. Students will discuss different historical perspectives

Walt

1. Students will use multiple resources to explain European conquests of Africa-web links to museums, memorials, historical sites and different reading texts
2. Students will respond to question related to articles, and perspectives, by using graphic organizers -ex:Voice Thread’s “doodling”, double entry journals, timelines
3. Students have background on research skills such as note taking, selecting sources, citing sources properly and will improve and add to these skills
4. Students will apply research to all assignments in class and at home.
5. Know how to address multiple audience.

LeeAnn

1. Will determine different perspectives of Columbus by analyzing three different picture books
2. Students have experience in working in groups and will use this strategy to for discussions on the books.

* Provide three examples of how you could apply differentiated instruction to these learning activities and/or assessments.

1. DI for student with dysgraphia and motor skills problems: Provide larger/thicker markers or colors so that student has better grasp and control to draw pictures of plants in the new world or other subjects.
2. DI for ELA student: Teacher provides one on one instruction to assure clarity of instructions and expectations. Pair student with English/other language speaking student to work together.
3. DI for all students: Teacher models on the board examples of how to compare books. Examples: Venn Diagram (use pictures and text), use question sheet